

Long Term Plan 2021/22 Y10 English Language and Literature:



ARCHBISHOP
SENTAMU
ACADEMY
CHURCH OF ENGLAND

*Please note: Split class teachers may separate the half termly topics below and study one each across a full term. Please see split class tracker

<u>Term 1 - Autumn 1</u> 7	<u>Term 1 - Autumn 2</u> 7	<u>Term 2 - Spring 1</u> 7	<u>Term 2 - Spring 2</u> 5	<u>Term 3 - Summer 1</u> 7	<u>Term 3 - Summer 2</u> 7
<p>Modern Drama (Blood Brothers)</p> <p>Literature Reading Skills: - Reading of whole text and close examination of scenes - Theatricality - Writer's craft - Structure and narrative form - Characterisation - Key themes and context - Context of 1980s Liverpool & Thatcherism</p> <p>Language Writing Skills (Paper 1 Question 5): - Use 'Blood Brothers' as a springboard for creative writing e.g. A description of Mickey's classroom - Examine writer's craft and experiment with own writing - Practise using different sentence types/openers - Work on SPAG skills and use of ambitious vocabulary</p>	<p>Literature Paper 1, Section B - 19th Century Novel (Christmas Carol)</p> <p>Literature Reading Skills: - Analysis of key extracts to develop close reading skills - Characterisation - Structure and narrative form - Key attitudes and issues expressed within the language - Narrative style and viewpoint - Victorian context and setting - Key themes - The writer's craft</p> <p>- Language Writing Skills (Paper 2, Question 5): Writing in the form of a: leaflet, speech, essay, letter, article - Use the context of Blood Brothers as a springboard for writing eg. A speech written by a character at a key point in the play - Practise using different sentence types/openers - Work on SPAG skills and use of ambitious vocabulary</p>	<p>English Literature Paper 2: Poetry</p> <p>Introduction to Power and Conflict poems as well as work on unseen poetry.</p> <p>Literature Reading skills: - Content/theme - Structure/form - Writer's craft and use of language - Context - Poetic techniques - Perspective/voice - Developing approaches to unseen poetry - Comparative links between poems</p> <p>NB: Poems from the Power and Conflict anthology should be taught in pairs/clusters where possible</p> <p>Language Reading skills: Paper 1 Q1-4 Use departmental strategies for teaching of each question e.g. structure question as a journey - apply skills to poetry texts eg. how and why poems are structured in certain ways - consider the writer's craft and effects of certain techniques</p>	<p>Literature Paper 1, Section A Shakespeare Study: (Macbeth)</p> <p>Literature Reading Skills: - Analysis of key extracts to develop close reading skills - Jacobean language and context - Writer's craft (with a focus on word play, figurative language, idiom use) - Structure and form (e.g. iambic pentameter, use of prose, motifs, foreshadowing, structural echo etc.) - Theatricality and dramatic techniques, including use of setting - Tragedy as a genre (context)</p> <p>Language Reading skills: Paper 2 Q1-4 Work on higher mark questions on Paper 2 - Identify attitudes of a writer in a variety of texts - Explore the methods writers use to convey their attitudes - Comparing ideas/perspectives - Practise writing in different forms leaflet, speech, essay, letter, article - Practise writing from different viewpoints</p>	<p>English Literature Paper 2: Poetry: Unseen</p> <p>Cover remaining Power and Conflict poems as well as work on unseen poetry.</p> <p>Literature Reading skills: - Content/theme - Structure/form - Writer's craft and use of language - Context - Poetic techniques - Perspective/voice - Developing approaches to unseen poetry - Comparative links between poems</p> <p>NB: Poems from the Power and Conflict anthology should be taught in pairs/clusters where possible</p> <p>Language Writing skills: Paper 1 Q5 - Work on higher mark questions on Paper 1 - Practise critical evaluation skills - Practise different styles of descriptive/narrative writing - Addressing any misconceptions in creative writing e.g. quantity vs quality</p>	<p>English Language - Revision of Paper 1 & Paper 2 English Literature - Personalised</p> <p>Language Reading skills:¹ - Skills workshop of Paper 1 & 2 - Address any misconceptions - work on timings of each question/the paper as whole - Annotation, planning skills, close analysis - Analysing a wide range of extracts - Comparing different techniques within two texts</p> <p>Language Writing skills - Writing to describe/narrate - Writing to convey a viewpoint - Addressing any misconceptions in creative writing</p> <p>English Literature Reading skills: - Personalised approach to literature. Go over weakest areas. Time to ensure all poems are covered from Power & Conflict etc.</p>

<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Encouraging the skills needed for selection of judicious quotations and detailed analysis of these (exploding the quotation). Encouraging higher level debate (spoken and written). Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Emulating a broadsheet style is incredibly challenging; pre-1900 prose texts pose a high level of challenge for high attainers; Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Language papers differentiate by question and the higher mark questions naturally stretch the top end. Discussion and analysis regarding higher level themes such as morality, ambition and gender politics offer opportunities to stretch the most able.</p>	<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Exploration of Shakespearian themes, such as ambition, gender politics and power will stretch higher attainers. Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Exploration of the themes within each poem will provide many opportunities for higher level discussion and analysis. Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Students will be challenged on their own individual areas of weakness through targeted FAR feedback and individual actions.</p>
<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Feature spotting • Using "bolt on" context that does not enrich an argument • Considering characters as if they were real people and not fictional constructs • Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) • Lack of engagement with audience for P2 Q5 language 	<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Feature spotting • Using "bolt on" context that does not enrich an argument • Considering characters as if they were real people and not fictional constructs • Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) • Telling rather than showing in descriptive writing 	<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Feature spotting • Using "bolt on" context that does not enrich an argument • Considering characters as if they were real people and not fictional constructs • Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) • Not focusing on writer's methods in critical analysis 	<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Feature spotting • Using "bolt on" context that does not enrich an argument • Considering characters as if they were real people and not fictional constructs • Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) • Using a style and form that are not matched to purpose and audience 	<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Feature spotting • Using "bolt on" context that does not enrich an argument • Considering characters as if they were real people and not fictional constructs • Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) • Stories that are overly long without enough description 	<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Students will use FAR feedback to target specific, personalised misconceptions during their revision these may include: feature spotting, lack of depth for conceptual issues, mislabelling terms and etc.
<p><u>Links to previous Key Stage</u> Students study modern drama in Y9 with 'Our Day Out' and have already explored theatricality through their study of Shakespeare. Non-fiction study and the writer's craft is central to our KS3 curriculum</p>	<p><u>Links to previous Key Stage</u> Students have already been exposed to pre-1900 text and Victorian context, such as Frankenstein when looking at Gothic. Language skills for P2 Q4 and Q5 are developed throughout KS3.</p>	<p><u>Links to previous Key Stage</u> Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum.</p>	<p><u>Links to previous Key Stage</u> Shakespeare study runs right through KS3 and students have been exposed to a range of texts. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum.</p>	<p><u>Links to previous Key Stage</u> Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum</p>	<p><u>Links to previous Key Stage</u> All of the skills covered in the revision unit have been covered at KS3 e.g. comparison of two texts, Shakespearian study, pre-1900 texts, analysing the writer's intentions using methods</p>
<p><u>Links to future learning</u> This unit prepares learners with the foundation knowledge for AS Language creative and analytical writing. The study of Blood Brothers and theatricality prepares students for Shakespeare study for AS Lit.</p>	<p><u>Links to future learning</u> This unit prepares learners with the foundation knowledge for AS Language creative and analytical writing and for AS Literature when studying pre-1900 texts.</p>	<p><u>Links to future learning</u> This unit prepares learners with the foundation knowledge for AS Literature Othello study and also for AS Language analytical writing</p>	<p><u>Links to previous Key Stage</u> Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum.</p>	<p><u>Links to future learning</u> Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum.</p>	<p><u>Links to future learning</u> This unit prepares learners with the foundation knowledge for all units at AS and A2.</p>

SMSC and British Values Students explore the concepts of morality, class division and inequality, liberty and the cultural background of the British class system.	SMSC and British Values Christmas Carol offers opportunities to discuss social inequality, malthusian attitudes, morality/immorality and the class divide.	SMSC and British Values Students explore themes of morality, power, consequence, liberty and the cultural significance of gender politics.	SMSC and British Values Students consider language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)	SMSC and British Values Students consider language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)	SMSC and British Values Students will cover all SMSC and British values as they revise for this unit as the past papers deal with a range of social, moral, political and spiritual issues.
Cultural Capital This encourages students to consider their place in society and to debate regarding the class system in Britain.	Cultural Capital This unit encourages students to understand how the class system can create an unfair and discriminatory bias in society.	Cultural Capital The range of poems and texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues	Cultural Capital Shakespeare as part of students' literary heritage. Gender roles and how these change over time.	Cultural Capital The range of unseen poems and texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues	Cultural Capital The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues
Career Links This unit prepares students for a range of careers including journalism and teaching	Career Links This unit prepares students for a range of careers including journalism, politics and teaching	Career Links This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	Career Links This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	Career Links This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	Career Links This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others

Language Assessment Objectives:	<p>AO1:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20 % of the marks for each specification as a whole.)</p> <p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken standard English effectively in speeches and presentations.</p>				
Literature Assessment Objectives:	<p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>				